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ABSTRACT

This book aims to help in developing interventions for preschool children with learning and behavior problems, guided by a scientist-practitioner model that integrates research and deals effectively with the realities of practice. The book emphasizes a theory of psychosocial change rather than developmental theories. The book is written for readers with prior training in social cognitive interventions, applied behavior analysis, behavioral research methods, parent and teacher consultation, measurement, and legal and ethical issues related to assessment and intervention. Individual chapters address the following topics: (1) framework for assessment and intervention, emphasizing the importance of the scientist-practitioner model, the importance of both creative and reflective practice, collaborative problem solving, naturalistic intervention design, and empirical and accountable practice; (2) the need for change in assessment practices; (3) consultation-based service delivery and ecobehavioral and functional assessment; (4) observation techniques; (5) selecting target behaviors and strategies for change; (6) developing new behaviors and modifying existing behaviors; (7) managing severe problem behaviors; (8) changing roles within family systems; (9) interventions for severe and risk-related problem behaviors; (10) the classroom as ecosystem; (11) social skills, disruptive behaviors, and safety-related interventions; and (12) legal, ethical, and professional principles related to intervention decisions and accountability. (Contains over 600 references.) (JDD)

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